

End of 4th - Early 5th Grade Spanish Achievement Rubric for Knollwood Report Card

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Performance Indicators	Rubric
<p>Listening: (Interpretive Mode) Understands sentences and questions on familiar topics</p>	<p>3 Novice High/Intermediate Low</p> <ul style="list-style-type: none"> • Follows oral directions • Asks for clarification as needed to alleviate confusion • Understands sentences and questions on familiar topics, but may need repetition/rephrasing or slowed speech • Understanding may be uneven as the topics become less familiar • Identifies familiar people, places, and/or objects based on simple oral descriptions. • Identifies key words after listening to simple passages • Identifies main idea(s) and a few supporting details after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives • Notices and comments on connections to first language (cognates, roots and prefixes). • Attends to communication partner's use of objects, visuals and gestures to facilitate comprehension.
	<p>2 Novice Mid</p> <ul style="list-style-type: none"> • Follows oral directions after referencing a peer(s) who understood • Asks for clarification only when prompted by the teacher [when teacher senses

	<p>student does not understand and probes this with the student]</p> <ul style="list-style-type: none"> • Understands words, phrases, simple sentences and questions that are very familiar to me, but may need repetition and/or rephrasing and/or slowed speech • Identifies familiar people, places, and/or objects based on simple oral descriptions when confined to current topic(s) of study • Identifies some key words after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives when information is presented slowly and deliberately • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives with slower than natural delivery • Notices and comments on cognate connections to first language • Evidences confusion as the communication partner uses objects, visuals and gestures to deliver the message.
	<p style="text-align: center;">1 Novice Low</p> <ul style="list-style-type: none"> • Follows oral directions after prompting by the teacher (repetition of directions, addition of visuals or other cues) or a peer • Needs redirection after beginning a task after misunderstanding directions or part of the directions and failing to ask for clarification • Sometimes understands words, phrases, simple sentences and questions that are familiar, but may need a partner to help by simplifying or repeating • Identifies familiar people, places, and/or objects with close cognate associations based on simple oral descriptions when confined to current topic(s) of study • Identifies key words with close cognate associations after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives when information is presented slowly,

	<p>deliberately and in an exaggerated fashion by the teacher</p> <ul style="list-style-type: none"> • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives with slower than natural delivery and with repeated exposure • Engages in activity of own choosing and away from the communication partner [because the learner does not understand how the objects, visuals and gestures can facilitate understanding of the oral message].
	<p style="text-align: center;">E Intermediate Mid</p> <ul style="list-style-type: none"> • Follows oral directions without the necessity of additional support (repetition, visuals, gestures) • Asks for clarification in order to gain a deeper understanding • Understands sentences and questions on a wide variety of familiar topics • Understands the main idea and some supporting details • Uses context to identify unfamiliar vocabulary (people, places, objects) from simple oral descriptions. • Identifies key words after listening to longer passages • Identifies main idea(s) and some supporting details after listening to simple passages • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives delivered at natural speed • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives delivered at natural speed • Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short audio-only conversations and narratives [without regard to accompanying visuals] • Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes). • Attends to, but does not consistently need, communication partner's use of

	objects, visuals and gestures to facilitate comprehension.
<p>Speaking: (Interpersonal and Presentational Modes) Expresses oneself with words, phrases, and simple sentences</p>	<p>3 Novice High</p> <ul style="list-style-type: none"> • Gives contextually appropriate responses to questions on familiar topics • Is generally understood by someone accustomed to language learners • Sometimes leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener • Pronunciation is influenced by native language • Keeps the conversation going by expressing confusion and/or the need for repetition or clarification • Uses simple sentences and may attempt to add information to clarify or justify meaning • Recognizes and uses familiar vocabulary on a range of topics • Errors generally do not interfere with communication • Asks formulaic, high-frequency questions • Names tangible products from the target culture. • Responds to simple questions • Makes requests • Expresses preferences
	<p>2 Novice Mid</p> <ul style="list-style-type: none"> • Gives contextually appropriate responses to questions on current topic(s) under study • Is understood with little difficulty by someone accustomed to language learners • Often leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener • Pronunciation is highly influenced by native language • Asks for clarification only when prompted by the teacher [when teacher senses

	<p>student does not understand and probes this with the student]</p> <ul style="list-style-type: none"> • Keeps conversation going by using memorized chunks of language to ask for repetition or state lack of understanding • Asks formulaic, high-frequency questions although may not be contextually appropriate • Names tangible products, confined to the current topic under study, from the target culture. <p>After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> • Responds to simple questions • Makes requests • Expresses preferences
	<p style="text-align: center;">1 Novice Low</p> <ul style="list-style-type: none"> • Responds to high-frequency questions with answers that are uneven in their contextual appropriateness • Communicates minimally with words and possibly memorized phrases • Has difficulty recognizing and using appropriate vocabulary • Makes errors that interfere with communication • Repeats formulaic, high-frequency questions when prompted by the teacher • Is understood with difficulty because of long pauses and pronunciation that is highly influenced by native language • Has difficulty keeping the conversation going • When given a choice of options, names tangible products, confined to the current topic under study, from the target culture. <p>After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> • responds to simple questions • makes requests

	<ul style="list-style-type: none"> • expresses preferences ... with a mixture of target and first language. <p style="text-align: center;">E</p> <p style="text-align: center;">Intermediate Low</p> <ul style="list-style-type: none"> • Gives elaborated contextually appropriate responses to questions on familiar topics • Is understood, with occasional difficulty, by someone unaccustomed to language learners • Occasionally disengages the listener with long pauses to search for vocabulary • Pronunciation is influenced by native language • Keeps the conversation going by responding to questions, creating some simple questions, and asking for clarification when needed • Creates with language, doesn't have to rely on memorized chunks to get ideas across • Uses simple sentences and can even make strings of sentences • Uses a range of vocabulary • May make errors that sometimes interfere with communication • Asks a combination of formulaic/high-frequency or self-generated questions • Names and may provide other information about tangible products from the target culture. • Responds to simple questions and volunteers elaboration <p>Confidently, with flow and appropriate intonation . . .</p> <ul style="list-style-type: none"> • Makes requests • Expresses preferences
<p>Reading: (Interpretive Mode)</p> <p>Extracts some details from and gets the point of short, written authentic texts on familiar</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Novice Mid</p> <ul style="list-style-type: none"> • Follows written directions • Recognizes key words and/or identifies main idea(s) after reading simple passages

topics	<ul style="list-style-type: none"> • Understands, for the most part, what is read • Attempts to interpret (read between the lines) when necessary • Identifies very familiar people, places, and/or objects based on simple written descriptions. • Notices and comments on connections to first language (cognates, roots and prefixes).
	<p>2</p> <p>Novice Low</p> <ul style="list-style-type: none"> • Follows written directions after referencing a peer who understood • Often doesn't understand what is read • Identifies some key words after reading simple passages • Cannot usually identify the main idea or read between the lines • Identifies only some of very familiar people, places, and/or objects based on simple written descriptions when confined to the current topic(s) of study • Notices and comments on cognate connections to first language
	<p>1</p> <p>Novice Low -</p> <ul style="list-style-type: none"> • Follows written directions that have been enhanced by visuals [student is told to color in red and the word red appears in red] • Identifies only very familiar key words with close cognate associations after reading simple passages • Identifies only very familiar people, places, and/or objects with close cognate associations based on simple written descriptions when confined to current topic(s) of study
	<p>E</p> <p>Novice High</p> <ul style="list-style-type: none"> • Follows written directions without the necessity of additional support (teacher or other references)

	<ul style="list-style-type: none"> • Identifies key words and/or identifies main idea(s) after reading passages of several paragraphs • Understands what is read • Identifies main idea(s) after reading passages of several paragraphs • Sometimes successfully interprets (reads between the lines) when necessary • Uses context to identify unfamiliar vocabulary (people, places, objects) from simple written descriptions. • Consistently and enthusiastically notices and comments on connections to first language (cognates, roots and prefixes).
<p>Writing: (Interpersonal and Presentational Modes) Writes words, phrases and simple sentences</p>	<p>3 Novice High</p> <ul style="list-style-type: none"> • Labels tangible products from the target culture • Writes about familiar topics so that the reader understands without difficulty • Is mostly correct when producing simple sentences but makes errors when attempting to be more creative with the language • Writing is rich in appropriate vocabulary • Writing is engaging and shows effort to appeal to the audience's interest • Writing has an organizational structure (beginning, middle, end) • Supports main ideas with examples • Gives contextually appropriate responses to simple questions • Expresses preferences
	<p>2 Novice Mid</p> <ul style="list-style-type: none"> • Labels tangible products, confined to the current topic under study, from the target culture. • Writes about current topic under study, rarely extending to other topics • Reader understands writing with only occasional difficulty • Use of memorized vocabulary is mostly correct

	<ul style="list-style-type: none"> • Uses vocabulary that is appropriate and adequate to express basic information • Makes some effort to write in an interesting fashion • Writing has a basic organizational structure • Gives contextually appropriate responses to questions on current topic(s) under study • Given a word bank, expresses preferences
	<p style="text-align: center;">1 Novice Low</p> <ul style="list-style-type: none"> • When given a choice of options, labels tangible products, confined to the current topic under study, from the target culture. • Writes minimally about current topic under study and reader does not clearly understand • Writing is correct only at the word level • Uses a limited and/or repetitive vocabulary • Makes no effort to maintain reader's attention • Presents information in a random fashion • Responds to high-frequency questions with answers that are uneven in their contextual appropriateness • When given a choice of options, expresses preferences
	<p style="text-align: center;">E Intermediate Low</p> <ul style="list-style-type: none"> • Labels and provide additional information about tangible products from the target culture. • May demonstrate awareness of cultural appropriateness (use of expressions) • Writes, with some elaboration, about familiar topics • Creates with language (does not rely on memorized chunks) • Uses simple sentences and some strings of sentences • May make occasional errors • Uses a range of vocabulary that accomplishes the task

	<ul style="list-style-type: none">• Occasionally may uses the wrong word or expression• Sometimes uses phrases/images/content to maintain the attention of the audience• Writing is organized in a logical manner• Gives elaborated contextually appropriate responses to simple questions• Expresses preferences on a variety of topics and provides reasons for those preferences
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